

MCDONALD GREEN ELEMENTARY

2764 Lynwood Drive
Lancaster, South Carolina 29720

GRADES K-5 Elementary School

ENROLLMENT 409 Students

PRINCIPAL Alisa Goodman 803-285-7416

SUPERINTENDENT Patricia K. Burns 803-286-6972

BOARD CHAIR Robert Folks 803-286-6972

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent
17

Good
46

Average
6

Below Average
1

Unsatisfactory
0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 16 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

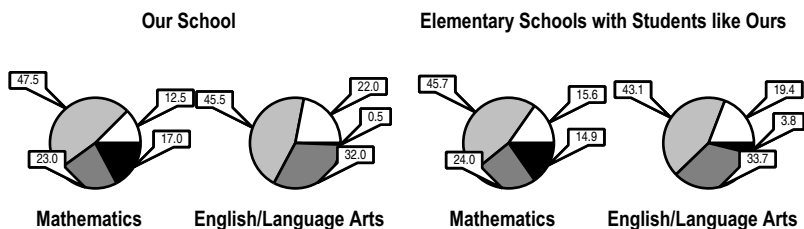
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Unsatisfactory	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	22	68	44
Percent satisfied with learning environment	100.0%	89.7%	79.5%
Percent satisfied with social and physical environment	100.0%	88.1%	81.4%
Percent satisfied with home-school relations	100.0%	89.7%	86.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	204	100.0	22.0	45.5	32.0	0.5	32.5	17.6
Gender								
Male	95	100.0	22.6	48.4	28.0	1.1	29.0	17.6
Female	109	100.0	21.5	43.0	35.5	N/A	35.5	17.6
Racial/Ethnic Group								
White	129	100.0	16.3	43.4	39.5	0.8	40.3	17.6
African-American	71	100.0	32.8	49.3	17.9	N/A	17.9	17.6
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	179	100.0	19.2	44.6	35.6	0.6	36.2	17.6
Disabled	25	100.0	43.5	52.2	4.3	N/A	4.3	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	204	100.0	22.0	45.5	32.0	0.5	32.5	17.6
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	202	100.0	21.7	45.5	32.3	0.5	32.8	17.6
Socio-Economic Status								
Subsidized meals	74	100.0	37.5	47.2	15.3	N/A	15.3	17.6
Full-pay meals	130	100.0	13.3	44.5	41.4	0.8	42.2	17.6

Mathematics								
All students	204	100.0	12.5	47.5	23.0	17.0	40.0	15.5
Gender								
Male	95	100.0	11.8	41.9	29.0	17.2	46.2	15.5
Female	109	100.0	13.1	52.3	17.8	16.8	34.6	15.5
Racial/Ethnic Group								
White	129	100.0	8.5	43.4	27.1	20.9	48.1	15.5
African-American	71	100.0	20.9	55.2	14.9	9.0	23.9	15.5
Asian/Pacific Islander	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Hispanic	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	179	100.0	8.5	48.0	24.9	18.6	43.5	15.5
Disabled	25	100.0	43.5	43.5	8.7	4.3	13.0	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	204	100.0	12.5	47.5	23.0	17.0	40.0	15.5
English Proficiency								
Limited English proficient	2	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	202	100.0	12.6	47.0	23.2	17.2	40.4	15.5
Socio-Economic Status								
Subsidized meals	74	100.0	22.2	55.6	18.1	4.2	22.2	15.5
Full-pay meals	130	100.0	7.0	43.0	25.8	24.2	50.0	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	62	N/A	14.8	44.3	39.3	1.6	41.0
	Grade 4	77	N/A	28.9	43.4	23.7	3.9	27.6
	Grade 5	84	N/A	34.5	48.8	15.5	1.2	16.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	72	100.0	14.5	40.6	43.5	1.4	44.9
	Grade 4	60	100.0	15.3	54.2	30.5	N/A	30.5
	Grade 5	72	100.0	34.7	43.1	22.2	N/A	22.2
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	62	N/A	9.8	23.0	37.7	29.5	67.2
	Grade 4	77	N/A	26.3	31.6	23.7	18.4	42.1
	Grade 5	84	N/A	19.0	45.2	22.6	13.1	35.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	72	100.0	7.2	43.5	30.4	18.8	49.3
	Grade 4	60	100.0	6.8	54.2	15.3	23.7	39.0
	Grade 5	72	100.0	22.2	45.8	22.2	9.7	31.9
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 409)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	N/A	N/A	2.5%	2.4%
Attendance rate	96.3%	Down from 96.7%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	12.4%	Down from 16.2%	20.9%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	4.1%	Up from 3.5%	7.6%	8.0%
Older than usual for grade	0.2%	Down from 0.4%	0.8%	1.1%
Suspended or expelled	0.2%	Up from 0.0%	0.0%	0.0%

Teachers (n= 28)				
Teachers with advanced degrees	60.7%	Down from 62.1%	54.0%	50.0%
Continuing contract teachers	100.0%	Up from 89.7%	90.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	88.8%	Up from 87.3%	88.0%	86.2%
Teacher attendance rate	94.0%	Down from 94.6%	95.7%	95.3%
Average teacher salary	\$40,974	Up 2.7%	\$41,031	\$39,909
Prof. development days/teacher	8.3 days	Down from 9.6 days	10.7 days	11.4 days

School				
Principal's years at school	9.0	Up from 8.0	4.0	4.0
Student-teacher ratio	20.6 to 1	Down from 20.9 to 1	19.5 to 1	18.9 to 1
Prime instructional time	89.1%	Down from 89.8%	90.2%	89.7%
Dollars spent per pupil*	\$5,299	Up 1.1%	\$5,581	\$5,892
Percent spent on teacher salaries*	66.0%	Up from 64.8%	66.7%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	94.8%	Down from 95.9%	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

McDonald Green Elementary is home to enthusiastic teachers and students who take their work responsibilities very seriously. With the help of involved parents and a supportive district administration, children engage in daily adventures in learning which prepare them to be independent and responsible in the real world.

Throughout the school are numerous signs of students' hard work and dedication to learning. The sculpture garden, museum displays, writing, artwork, original music compositions, animals, and class projects are evidence of the pride students feel for their school. The focus on student responsibility, creativity, and achievement has made McDonald Green Elementary a place children love. Students, parents, and staff recognize that they are part of an exemplary school environment and all make contributions of time, effort, and resources to keep it that way.

Continuous improvement in state and local test scores has occurred over the years. Math scores are higher, with more students scoring in the proficient and advanced categories. Less significant gains have been shown in grades 3-5 in the area of Language Arts, specifically reading. Students at all grade levels have used computer programs designed to improve reading performance. Reading levels and reading comprehension ability have improved through the use of individualized materials and small group instruction.

Focus areas continue to be reading instruction, the arts, and learning by doing. Hands-on science labs for grades kindergarten through five are of interest to the children. A research class conducted in the lap top computer lab and taught by the media specialist is a highlight of the fourth grade year. It culminates with a living museum that is a favorite of parents. Innovative approaches and strategies are evident in all areas of the curriculum. Visiting artists throughout the school year and the faculty's commitment to excellence and continuous growth enhance an environment of excitement about learning. The school's motto "A Great Place to Learn," is heartfelt among the staff, children, parents, and the community.

Alisa Goodman
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.